

THE EFFECTS OF ETHNIC RACIAL IDENTITY ON RESILIENCE AND
ACADEMIC ENGAGEMENT IN COLLEGE STUDENTS

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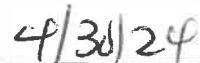
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April 30, 2024

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by

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A thesis submitted to the Graduate Faculty of
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Abstract

Students with exposure to Black educators may be more likely to succeed given the increased sense of belonging and representation. Research has found that perceptions of a more positive racial climate, increased support from educators, increased interracial interactions, and a stronger sense of school belonging resulted in increased levels of academic curiosity and academic persistence for young Black girls (Butler-Barnes et al., 2018). While it is difficult to be noted as a high-achieving Black student, research has found that it is achievable if they receive support and positivity from their school and administration (Butler-Barnes, et al., 2018). As research examining the effects of ERI and resilience on academic engagement has mainly focused on Black children within the K-12 system, the current study extends the findings to the higher education setting by examining the effects on college students. The proposed study's goal set out to further the educational perspective of representation, belonging, resiliency, ethnic racial identity (ERI), and academic engagement among Black college students. Results illuminate the significance of the association between ERI and academic engagement for all college students as increased levels of ethnic racial identity correlated with heightened academic engagement.

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The Effects of Ethnic Racial Identity on Resilience and Academic Engagement in College Students

Ethnic-Racial Identity (ERI) is defined as a multidimensional psychological construct in which youth develop beliefs and attitudes about their ethnic and/or racial group and the content or feelings attached to this aspect of their identity (Umaña-Taylor & Rivas-Drake, 2021). Black youth may rely on ERI to relate to their culture while exploring who they are in society. They may also use ERI daily to make decisions, guide their conscientiousness, and build toward who they want to be in the future. However, the use of ERI involves certain responsibilities and requirements. These responsibilities center around staying true to oneself. They are also expected to uphold and respect their own traditions or culture while also uplifting others sharing the same racial identity. Additionally, ERI exploration (i.e., learning history and gaining knowledge about ethnic-racial group membership) is associated with higher self-esteem and moderates the association between discrimination and depressive symptoms; such that this association is stronger with higher levels of ERI exploration (Sladek et al., 2020). Knowing their culture and upholding these standards help define who they are and what they will become. Unfortunately, the identity formed with ERI can be threatened when exposed to challenging situations, and these challenges often occur in educational settings. Therefore, it is important to discuss these challenges while also exploring how to promote high ERI and facilitate resiliency when faced with challenging situations within the educational setting.

The present study set out to further the educational perspective of representation, resiliency, ERI, and academic engagement among Black college students. College educators are often not required to learn multiculturalism or diversity to teach in higher education despite it being important to understand the backgrounds of students to help further the learning process. Research has found that ERI is often ignored within the education setting due to a lack of

multicultural training and awareness among educators (Smith, 2022). Furthermore, the cultural mismatch between students and educators is often augmented by the continued dominance of the Eurocentric ways of thinking within the classroom and in the common instructional practices found within the education system (Byrd & Legette, 2022). The present study set out to produce more information to help the learning process become more inclusive and progressive for both the students and educators. Formulating positive and relatable views of multiple cultures can help to make the learning process more inclusive and progressive. Two central factors involved within building an inclusive educational setting are the roles of resiliency and representation.

The Benefits of Representation & Belonging

Students with exposure to Black educators may be more likely to succeed given the increased sense of belonging and representation. For instance, research has found that perceptions of a more positive racial climate, increased support from educators, increased interracial interactions, and a stronger sense of school belonging resulted in increased levels of academic curiosity and academic persistence for young Black girls (Butler-Barnes et al., 2018). While it is difficult to be noted as a high-achieving Black student, it is still obtainable but may not be recognized. Research has found that it is achievable if they receive support and positivity from their school and administration (Butler-Barnes, et al., 2018). Further research has found that even just encouraging representation by simply increasing exposure to Black educators may be an important protective factor that can help prevent children from developing misguided teacher preferences based solely on race (Hwang & Markson, 2023). This representation allows the student to confirm that the professor has had similar experiences and obtained some similar challenges. Increased representation and belonging provide an important respite from any perceived biases experienced by non-Black educators and allows for the professor-student

relationship to become a stronger alliance (Hwang & Markson 2023). This increased representation and belonging also allows the student a fair opportunity to prove to their professor and to others that they can succeed in many aspects of life. Moreover, an increased sense of belonging and a greater understanding of oppressive stigmas creates positive momentum for Black youth. Students with this momentum “(a) may feel encouraged to break down such systems through educational attainment, which may therefore lead to higher achievement motivation beliefs, and (b) may be able to disregard stereotypes that Black individuals are inherently or culturally deficient in academics as tactics of discrimination and oppression” (Butler-Barnes et al., 2018, p. 565). Thus, a sense of belonging, representation, and strong interpersonal relationships with their educators can lead to Black youth being more likely to rely on their ERI to establish confidence and resilience throughout their youth.

Unfortunately, Black youth often lack a sense of belonging, a strong sense of representation within the educational setting, and strong interpersonal relationships with their educators. These deficits can lead to devastating implications within the educational and emotional success of Black students. For example, children with insecure attachments to their educators are at risk for lower social competence and self-esteem. Just as educators are likely to put more effort into whom they have a positive relationship, children who trust and like teachers are more likely to succeed (Hamre & Pianta, 2001). This issue may continue as college professors may also ostracize Black college students and remind them of the alienation they experienced previously in school. This ostracization may also lead to a lack of friendships amongst their peers and even a change in their ERI that can also result in a disconnect from their loved ones. Biases embedded into Black students’ educational experiences can transform into feelings of lack of belonging, lack of quality of interpersonal relationships, and lack of self-awareness. These

discrepancies may then lead to a cycle of students suffering to establish a positive relationship with their ERI and diminish academic achievement.

Challenges to ERI & Academic Achievement

Black students commonly experience more consistent exposure and challenges to their ERI while attending public school. Even though racial segregation in public schools was declared unconstitutional in the United States in 1954, segregation remains prevalent in the racial demographics of the school system. Due to these systemic challenges, Black children are often exposed to issues surrounding their ERI at a young age and their demographics may also depict their success in school. This is largely due to the racial biases that continue to plague our school systems systematically. This is even more disturbing when the consequences of these racial biases directly impact children (Cooke & Halberstadt, 2021). For instance, it is often assumed that Black students are impoverished or underachieving before introducing themselves to a classroom. If a Black student is in class with White students they are seen to be underachieving or unequal to the White students (Hwang & Markson, 2023). Moreover, challenging issues outside of the classroom also impact academic achievement. For instance, research has found that a similar inequity in placement instability between Black and White children within the foster system is also related to lower educational achievement (Montgomery et al., 2022). Research has also found a racial bias where Black children are perceived as more dangerous than White children (Thiem et al. 2019). Dealing with stereotyping and discrimination in schools can damage a child's perspective of education and can lead to negative implicit biases and low self-esteem. Navigating through partial school systems may lessen the value of their ethnic background and their ERI. For instance, racially biased thinking among educators has been found to impact both academic and social student success negatively (Parks & Kennedy, 2007).

When an educator allows their biases to affect their judgment student success suffers and promotes less cohesiveness with the student-teacher alliance. Socially, students may start to feel ostracized amongst their peers. They notice differences rather than similarities. Not only does this allow for the student to fall behind their peers, but it also encourages the educator to confirm what they already believe. Moreover, these challenges, experiences, and biases may lead to a lack of positive schemas about the Black student's ERI. If the value of ERI is lessened or distorted it can alter their performance from being externalized to internalized. This may then affect their academic engagement. As academic engagement sets the tone for students' academic achievement, it is important for an educator to help promote engagement for all students, without becoming biased. The lack of support for this process within the educational setting often prompts the necessity for Black students to develop a strong sense of resilience to be successful.

The Role of ERI in Resilience

As Black children develop into college students their resilience to the challenges experienced with their ERI continue to be tested on campus and within the classroom. In social settings on campus, raw experiences can further challenge the extent of their resilience. When faced with either blatant or subtle discrimination on campus, the student's resilience is tested and may have a negative effect on their ERI. It may cause reflection on the student's life and can result in prioritizing negative schemas related to their ERI. An example of this may be derogatory comments made by their peers or educators. While these encounters grow and push the limits of their resiliency; being seen as respectable, strong, and cultured are all aspects that enhance their interpersonal relationships, self-esteem, and sense of belonging.

The relationship of ERI and resilience has been measured in other studies. For instance, research has found that ERI can be nurtured within our youth into a source of resilience and even

a resistance against racism and xenophobia (Rivas-Drake et al., 2021). When challenged with traumatic situations, Black college students rely on their values to withstand the effects. They may rely on positive affirmations from their guardian(s), who has instilled positive ERI, when faced with racism or discrimination. Simple affirmations like, “I am strong” or “I am enough” can counteract as a weapon to increase resilience. Students being taught that their religious practices or their family traditions are important can help build resilience when faced with opposition. These foundations in ERI can help with understanding the impact of these flexible identity preferences and activations on their learning and social outcomes (Gaither et al 2014).

Overview & Hypotheses

As research examining the effects of ERI and resilience on academic engagement has mainly focused on Black children within the K-12 system, the present study extended the findings to the higher education setting by examining the effects on college students. In my present study, I measured the effects of racial identity on resilience and academic engagement in college students. I hypothesized the following: (1) Ethnic racial identity, collective self-esteem, and resilience will be significantly positively correlated. (2) Ethnic racial identity and will be positively correlated with academic engagement for Black college students. (3) Black college students with low representation will have a negative significant correlation with academic engagement and resilience. (4) Ethnic racial identity will be positively correlated with resilience among Black college students. (5) Black college students will have a higher ethnic racial identity when compared to White college students. (6) White college students will indicate a higher level of academic engagement when compared to Black college students.

Method

Participants

A recommended sample size calculation with a medium effect size ($d = .25$), alpha set to .05, and a power of .80 indicated a required N of 128. The current study included one hundred thirty-six undergraduate and graduate college students from Auburn University at Montgomery who completed the study. Extra credit or course credit was offered to eligible students. The majority of the participants were aged 18-24 years old ($n = 108$; 81%) and self-identified as female ($n = 92$; 69%). Most of the participants self-identified as either Black ($n = 65$; 49%) or White ($n = 56$; 42%). Finally, only 15% of the participants reported having more than a quarter of their college courses being taught by Black professors.

Design

The proposed research design employed a correlational and a general linear model design. The variables being measured are ethnic racial identity, resilience, academic engagement, and collective self-esteem. The predictor variables are ethnic racial identity, and collective self-esteem. The outcome variables are academic engagement and resilience.

Procedure

Students were referred by their professors or used the PREP website for course credit to sign up to take the survey. After clicking the link, they were directed to the online Qualtrics survey and were randomly assigned to a survey sequence group. The sequence group was auto generated by Qualtrics and started each participant with one of the five questionnaires. After accepting the informed consent, participants were instructed to begin their first questionnaire. Participants were instructed to complete a total of six surveys. Their participation was not

expected to take more than one hour. Afterwards, students were thanked and debriefed about the study.

Materials and Measures

Ethnic Identity Scale (Umaña-Taylor et al., 2004): The Ethnic Identity Scale assesses three distinct components of ethnic-racial identity: (a) exploration, or the degree to which individuals have explored their ethnicity; (b) resolution, or the degree to which they have resolved what their ethnic identity means to them; and (c) affirmation, or the affect (positive or negative) that they associate with their ethnic-group membership (Umaña-Taylor et al., 2004). Items are scored on a 4-point Likert scale, with endpoints of “Does not describe me at all” (1) to “Describes me very well” (4). The questionnaire consists of items such as, “I have attended events that have helped me learn more about my ethnicity” (exploration), “I have a clear sense of what my ethnicity means to me” (resolution) (Umaña-Taylor et al., 2004). This questionnaire has strong internal consistency, with Cronbach’s alpha, .84-.89. (*See Appendix A*).

SInAPSi Academic Engagement Scale (Freda et al., 2021): The academic engagement scale is comprised of twenty-nine items and includes statements such as, “I’m sure the degree course I’m attending is the right place for me” and “I’d do other things than go to University.” The academic curiosity subscale comprised two items (e.g., I participate when we discuss new material). Responses range from 1 (strongly disagree) to 5 (strongly agree). The Cronbach’s alpha for this scale is 0.82 (Freda et al., 2021). This questionnaire does have high internal consistency and good criterion-related reliability. However, the current study incorrectly used the scale using a true/false scale. Due to this error, this scale was scored to have higher numbers as “true” (2), indicate higher levels of academic achievement. (*See Appendix B*).

Nicholson McBride Resilience Questionnaire (Clarke & Nicholson, 2022): The Nicholson McBride Resilience Questionnaire consists of 12 items. Participants' responses range from 1 (strongly disagree) to 5 (strongly agree). The questionnaire consists of items such as, "I am good at finding solutions to problems" and "I trust my intuition." The Cronbach's alpha for this questionnaire is 0.76. There is strong internal consistency and reliability. (See Appendix C).

Collective Self Esteem Scale (Luhtanen & Crocker, 1992). The Collective Self Esteem Scale is a questionnaire comprised of 16 items. The scale reports good internal consistency. The scale consists of items such as, "Most people consider my group, on the average, to be more ineffective than other" and "I am a cooperative participant in the group I belong to." The participant's responses range from 1 (strongly disagree) and 7 (strongly agree). (See Appendix D).

Demographic/Representation Survey: This survey was used to gain demographic information. All responses are anonymous. Representation was represented by the percentage of Black professors in students' courses for the 2023-2024 school year. (See Appendix E).

Results

As predicted ethnic racial identity was positively correlated with resilience, ($r = 0.35$, $p < .0001$). This indicated that high levels of ethnic racial identity were associated with high levels of resilience. Contrary to predictions, ethnic racial identity was negatively correlated with collective self-esteem, ($r = -0.35$, $p < .0001$). This indicated that higher levels of ethnic racial identity were negatively associated with lower levels of collective self-esteem.

As predicted, ethnic racial identity was found to be positively correlated with academic engagement in Black college students ($r = 0.42$, $p < 0.001$). This indicated that higher levels of ethnic racial identity were associated with higher levels of academic engagement for Black

college students. Contrary to predictions, there was no correlation between academic engagement and resilience in Black college students with low representation. As predicted, resilience was significantly positively correlated with ethnic racial identity, ($r = 0.35, p < 0.01$). This indicated that higher levels of ethnic racial identity are associated with higher levels of resilience. As predicted, Black college students reported higher ethnic racial identity ($M = 3.44, SD = 0.47$) than White college students ($M = 2.76, SD = 0.46; F = 62.70, p < .0001$). Further, no difference was found in reported academic engagement between Black college students and White college students, $F = 3.46, ns$.

Discussion

The proposed study's goal set out to further the educational perspective of representation, belonging, resiliency, ethnic racial identity (ERI), and academic engagement among Black college students. Insight from the study illuminated the significance of academic engagement, not just for Black students but for White students as well. Increased levels of ethnic racial identity correlated with heightened academic engagement, a trend observed among Black students, indicating a dedication to academic pursuits across demographics. Students with stronger ethnic ties tend to actively participate in social interactions, fostering connections with peers and professors. However, ethnic racial identity showed a negative correlation with collective self-esteem. This suggested that while students may have a strong sense of cultural belonging, their overall self-esteem might still be compromised. Ethnic racial identity constitutes only one aspect of an individual's identity, and when considered collectively, may not necessarily indicate high levels of self-esteem.

Ethnic racial identity positively correlated with academic engagement. Strong cultural affiliations can aid students in engaging with their academic pursuits. However, Black students

may encounter additional hurdles due to discrimination and prejudice, both overt and subtle, from peers and faculty, hindering their academic progress (Hwang & Markson, 2023).

This study highlights an intriguing discovery regarding representation, revealing societal constraints arising from participant numbers—both low and high representation. Students who reported having a “high” (50% and above) level of representation of Black professors, ($N = 20$), was representative of the population but can be seen as a limitation to the students who reported having “low” (25% or less) representation of Black professors. This limitation underscores the need for broader representation in research and prompts scholars to address this gap. Enhanced representation fosters a sense of belonging and mitigates perceived biases, particularly for non-Black educators, strengthening the professor-student relationship (Hwang & Markson, 2023).

Black students who possess a heightened awareness of their social role and engage with their cultural community are more likely to be actively involved in university life. This aligns with existing literature, indicating that Black students often confront adversity while pursuing higher education, facing discrimination and prejudice both inside and outside the classroom (Butler-Barnes et al., 2019). Despite their resilience, these challenges can overwhelm Black students, impeding their success.

The cultural and social environment of universities contributes to Black students' elevated ethnic racial identities. Through avenues like music, organizations such as the Divine Nine, and cultural movements, Black students embrace their heritage, fostering a sense of belonging. Moreover, there is minimal disparity between Black and White students in terms of academic engagement, as both groups actively participate in various university activities, including social groups and sports events.

Overall, Black college students who have a strong basis in their ethnic racial identity tend to engage in the academics, universities, and social events. While ERI is built over time, it is reinforced over the years by their professors. It is important that professors prioritize multiculturalism to promote inclusion of all students. It is also important to dismiss any biases cultivated by professors, to ensure the objectification of students' success. ERI helps promote resiliency as well. If a Black student is faced with adversity, they are likely to rely on those ERI attributes to help them through this adversity, whether it be family trouble, issues with their professors, or discrimination on campus. Relying on their culture and community to help motivate them to resiliency is the positive use of ERI.

Limitations and Future Directions

The study revealed a significant societal limitation concerning representation, with insufficient sample sizes to draw meaningful conclusions. Low representation was notably more prevalent ($n=113$) than high representation ($n=20$), indicating a disparity that warrants attention. While this variable may be challenging to control, it underscores a pressing issue that society must address. Encouraging representation, such as increasing exposure to Black educators, emerges as a crucial protective measure against the development of biased teacher preferences solely based on race (Hwang & Markson, 2023).

Regarding methodology, the Academic Engagement Scale was administered as a True/False question instead of the intended Likert-type scale. Despite this oversight, the analysis yielded sufficient data to draw valid conclusions. However, future studies should ensure proper scoring of all scales to achieve accurate results.

Furthermore, the study noted a predominance of female respondents, indicating a need to explore sex-based respondent percentages in future research. Achieving a more diverse

population, including a larger demographic of men, would offer an enriched perspective.

Additionally, while approximately one hundred and seventy individuals participated, only one hundred and thirty-three completed the survey. This suggests the potential benefit of shortening surveys to increase participation rates and obtain a broader sample of the population.

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Appendix A

Ethnic Racial Identity Scale

The U.S. is made up of people of various ethnicities. Ethnicity refers to cultural traditions, beliefs, and behaviors that are passed down through generations. Some examples of the ethnicities that people may identify with are Mexican, Cuban, Nicaraguan, Chinese, Taiwanese, Filipino, Jamaican, African American, Haitian, Italian, Irish, and German. In addition, some people may identify with more than one ethnicity. When you are answering the following questions, we'd like you to think about what YOU consider your ethnicity to be.

Please write what you consider to be your ethnicity here _____ and refer to this ethnicity as you answer the questions below.

	Does not describe me at all	Describes me a little	Describes me well	Describes me very well
1. My feelings about my ethnicity are mostly negative.	1	2	3	4
2. I have not participated in any activities that would teach me about my ethnicity.	1	2	3	4
3. I am clear about what my ethnicity means to me.	1	2	3	4
4. I have experienced things that reflect my ethnicity, such as eating food, listening to music, and watching movies.	1	2	3	4
5. I have attended events that have helped me learn more about my ethnicity	1	2	3	4
6. I have read books/magazines/newspapers or other materials that have taught me about my ethnicity.	1	2	3	4
7. I feel negatively about my ethnicity.	1	2	3	4
8. I have participated in activities that have exposed me to my ethnicity	1	2	3	4
9. I wish I were of a different ethnicity	1	2	3	4
10. I am not happy with my ethnicity.	1	2	3	4

11. I have learned about my ethnicity by doing things such as reading (books, magazines, newspapers), searching the internet, or keeping up with current events.	1	2	3	4
12. I understand how I feel about my ethnicity.	1	2	3	4
13. If I could choose, I would prefer to be of a different ethnicity.	1	2	3	4
14. I know what my ethnicity means to me.	1	2	3	4
15. I have participated in activities that have taught me about my ethnicity.	1	2	3	4
16. I dislike my ethnicity.	1	2	3	4
17. I have a clear sense of what my ethnicity means to me.	1	2	3	4

Appendix B

"Identification" subscale of the Collective Self Esteem Scale (Ethnicity)

We are all members of different groups or social categories. We would like you to consider your ethnic group (e.g., White-American, African American, etc.), and respond to the following statements on the basis of how you feel about that group and your membership in the group. There are no right or wrong answers to any of the statements. We are interested in your honest reactions and opinions. Please read each statement carefully, and respond using the following scale:

1 = Strongly Disagree 4 = Neutral 7 = Strongly Agree
 2 = Disagree 5 = Somewhat Agree
 3 = Somewhat Disagree 6 = Agree

First, you identify your ethnic group as: _____

- _____ I am a worthy member of the group I belong to.
 _____ I often regret that I belong to the group I do.
 _____ Overall, my group is considered good by others.
 _____ Overall, my group membership has very little to do with how I feel about myself.
 _____ I feel I don't have much to offer to the group I belong to.
 _____ In general, I'm glad to be a member of the group I belong to.
 _____ Most people consider my group, on the average, to be more ineffective than other groups.
 _____ The group I belong to is an important reflection of who I am.
 _____ I am a cooperative participant in the group I belong to.
 _____ Overall, I often feel that the group of which I am a member is not worthwhile.
 _____ In general, others respect the group that I am member of.
 _____ The group I belong to is unimportant to my sense of what kind of person I am.
 _____ I often feel I'm a useless member of my group.
 _____ I feel good about the group I belong to.
 _____ In general, others think that the group I am a member of is unworthy.
 _____ In general, belonging to my group is an important part of my self-image.

Appendix C

Scale for Academic Engagement

Factor 1. University value and sense of belonging

1. I think University is good for me.
2. Despite the difficulties I sometimes encounter in university life, I think it is worth continuing my studies.
3. Going to University is a great opportunity for me.
4. University has a great importance in my life.
5. I take University education seriously.
6. University engagement is part of my life plans
- Factor 2. Perception of the capability to persist in the University choice.
7. I'd leave University right away if I had an alternative (R)
8. Sometimes I think about leaving university (R)
9. I'd better do other things than go to University (R)
10. In my opinion, University education is not worth all the time, money, and effort it takes me (R)

Factor 3. Value of University course

11. I'm sure the degree course I'm attending is the right place for me.
12. The course of study I'm attending is an opportunity for me.
13. I am convinced that my decision to enroll in this University was the right one for me.
14. I find my studies very significant for my professional plans.
15. I like the course of study I'm attending.
16. The course of study I'm attending is functional to the achievement of my professional goals.
17. The course of study I'm attending is interesting.
 1. Engagement with University Professors
18. My teachers are interested in my opinions and what I say.
19. My teachers respect me as a person.
20. Teachers are usually available to discuss my work.
21. Teachers clarify what they expect of us students.
 1. Engagement with University Peers
22. I feel like I'm part of a group of friends at university.
23. I like to meet friends at university.
24. I've made meaningful friends with some college colleagues.
25. I have good relationships with my university colleagues.
26. Studying with other students is useful to me.
 1. Relationships between University and Relational Net

27. I talk about my professional plans with my friends.
28. I talk about my professional plans with my family.
29. I discuss with my family about my university path.

Appendix D**Nicholson McBride Resilience Questionnaire (NMRQ)**

1. In a difficult spot, I turn at once to what can be done to put things right.

The answer should be a single choice:

- a. Strongly disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly agree

2. I influence where I can, rather than worrying about what I can't influence.

The answer should be a single choice:

- a. Strongly disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly agree

3. I don't take criticism personally.

The answer should be a single choice:

- a. Strongly disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly agree

4. I generally manage to keep things in perspective.

The answer should be a single choice:

- a. Strongly disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly agree.

5. I am calm in a crisis.

The answer should be a single choice:

- a. Strongly disagree
- b. Disagree
- c. Neutral

- d. Agree
- e. Strongly agree

6. I'm good at finding solutions to problems.

The answer should be a single choice:

- a. Strongly disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly agree

7. I wouldn't describe myself as an anxious person.

The answer should be a single choice:

- a. Strongly disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly agree

8. I don't tend to avoid conflict.

The answer should be a single choice:

- a. Strongly disagree.
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly agree.

9. I try to control events rather than being a victim of circumstances.

The answer should be a single choice:

- a. Strongly disagree.
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly agree.

10. I trust my intuition.

The answer should be a single choice:

- a. Strongly disagree
- b. Disagree
- c. Neutral

- d. Agree
- e. Strongly agree

11. I manage my stress levels well.

The answer should be a single choice:

- a. Strongly disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly agree

12. I feel confident and secure in my position.

The answer should be a single choice:

- a. Strongly disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly agree

Appendix E
Demographic Survey

1. How would you describe your Gender?
 - a. Male
 - b. Female
 - c. Non-Binary
 - d. Gender Queer
 - e. Transgender
 - f. Other

2. Age?
 - a. 18-24
 - b. 24-28
 - c. 28-32

3. Race?
 - a. American Indian
 - b. Alaska Native
 - c. Asian Black or African American
 - d. White
 - e. Native Hawaiian
 - f. Other

4. Ethnicity
 - a. Hispanic Latino or Spanish origin

- b. Not Hispanic or Latino
5. What is the percentage of Black professors assigned in your college courses?
- a. 25% or less
 - b. 25-50%
 - c. 50%-75%
 - d. 75%-100%